

Brochure No. 15

For Restricted Circulation

Universalization of Elementary Education
Non-formal Education Programme.

IDENTIFICATION OF VARIOUS APPROACHES/
PRACTICES OF NON-FORMAL EDUCATION IN COMMUNITY
CENTRES - A RESEARCH REPORT PART - II.

H.L. SHARMA
&
NAGENDRA SINGH

Department of Pre-school & Elementary Education
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH & TRAINING
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FOREWORD

Article 45 of the Indian Constitution Provides for free, universal and compulsory elementary education in our country. In order to fulfil this commitment, efforts are being made by all concerned. Realizing the difficulty of enrolling a large number of non-school going children in the formal system, CABE (1974) suggested non-formal education system as an alternative to the formal system. The Working Group on Universalization of Elementary education (1977) also recommended the alternative strategy of non-formal education. The Ministry of Education launched an experimental scheme of non-formal education to meet the needs of out-of-school children, particularly of the nine educationally less advanced States namely, Andhra pradesh, Assam, Bihar, Jammu & Kashmir, Orissa, Rajasthan, Madhya pradesh, Uttar pradesh and West Bengal. Voluntary organizations in these states have also been encouraged to assist in achieving the goal of universalization of elementary education for which 1990 has been fixed as the target date.

As this was a new programme, none of the participating States and NCEAT had adequate experience to implement it on a large scale. Different organizations/institutions implemented the programme according to their own views and experiences. But now they have acquired some experience in the area of non-formal education. During its implementation on a large scale many problems have cropped up which need workable solutions for speedy implementation of the NFE programme. All concerned, such

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As NCFET, state Governments and voluntary organizations are trying their level best to solve the problems encountered in its implementation.

Several programmes are being organised to gain experience in implementing the NFE programme. At the central level projects such as Developmental Activities in Community Education and participation, Comprehensive Access to primary Education, Population Education and Non-formal Education project have been undertaken. Under these projects materials for teachers and supervisors and textual/learning materials for children have been developed.

What is the position of materials and ways of training the teachers? What are the approaches & practices in vogue in each experimental project? To collect information on these points and many others, it was felt that the programme could be studied as a whole on the basis of which approaches and strategies could be identified, pertaining to aspects such as content, organizational arrangement, instructional strategies, competencies of clientele etc. These are some of the important aspects which will have to be kept in view while developing a meaningful program of non-formal education.

An indepth analysis of some of the variables has been attempted through the research study "Identification of Approaches practices of NFE" undertaken in collaboration with the states.

This brochure is a part report of this project. With the help of this brochure, we propose to enter into dialogue with the

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State Educational authorities, Researchers and other Field Functionaries to collect more data and to make this publication more useful in future. I hope the brochure will sensitize the readers, particularly policy makers, planners and implementors about the non-formal education programme. If that purpose is achieved, the efforts of Dr. H.L. Sharma, project Leader, who has been assisted by Shri Nagendra Singh, Project Fellow, would be adequately awarded.

The experts in the area of NFE and in-charges of the units in the Directorates of Education, SCERTs and In-charges of the NFE Programme in the States have been collaborating with us in the project. Dr. K.G. Rastogi has edited the report. I take this opportunity to thank one and all for their valuable contribution.



(Dr. P.N. Dave)
Head of the Deptt.

PREFACE

Ours is a democratic country. The effectiveness of democratic process depends upon the education of its citizens. To provide education to its citizens is the responsibility of all concerned government, society and individuals. Education for all citizens can be ensured only by providing facilities for universal compulsory and free education. The directive principle of the Constitution enjoins on us to make efforts to provide free, compulsory and universal education for children upto the age of 14. This, by and large, encompasses the elementary education,

Elementary education is significant from all angles. The quality of further education depends substantially on what is done in elementary education. Unless elementary education is not universalized, it will be difficult to remove existing discrepancies in the society. It is the basis for all programmes of development - economic, social, political etc. Keeping in view all this, the elementary education sector has been given the highest priority. It has also been accorded high priority, in the proposals for the VIIIth Five Year Plan, and a variety of non-formal approaches to education covering a much larger number of out of school children are being proposed.

As formal schooling could not achieve the goal, the Working Group on Elementary Education (1977) recommended the non-formal part-time education as an important strategy for providing education to non-school going children. Never in the history of compulsory and free education has been so intensely realised the need of Non-formal Education for the age-group 6/9-14,

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and implementers. They need feedback from the field. Along with others, NCERT too has been assigned the responsibility of looking after academic and technical aspects of non-formal education under the programme of universalization of elementary education.

Under the programme of universalization of elementary education, a variety of approaches to curriculum development such as, knowledge oriented, child centred, need based, problem based, competence based to teachers training, such as, through training schools, through secondary and higher secondary schools through a group of workers and to preparation of instructional materials by a group of workers, individuals, institutions, adaptation of formal school materials, adoption of other materials prepared for smaller purposes, all are involved. All these claim a common objective that an Indian child should achieve at a particular stage of his/her education,

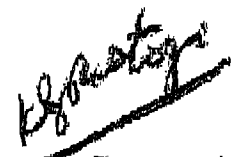
irrespective of region, language, caste, religion etc. However, there is a tremendous scope for adopting relevant and flexible methods and other techniques of instruction. All these approaches pose before us the question of organization, supervision, administration of the programme and the training of field functionaries relevant to the goal and needs an immediate solution. Non-formal education programme can ill afford prolonged discussions on theory and philosophy. There is a need of an immediate workable solution. Realising this out hoping that identified approaches/practices, of non-formal education may help in developing and implementing

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the programme quicker and more effectively, the research study on "Identification of Approaches/Practices of NFE" was taken up by NFE Group in collaboration with the States.

Vigorous efforts were made to collect the data but due to one reason or the other, adequate information could not be collected. Through these reports again we are trying to collect data to prepare a more meaningful report.

I take this opportunity to acknowledge the cooperation of persons from the states Departments and Voluntary Organisations without which the project was not possible. I take this opportunity to thank Dr. H.L. Sharma, project Leader and Shri Nagendra Singh, Project Fellow. Thanks are also due to Sri. R.P. Rathore, Sri N.R. Das and Mrs. Kamal Sharma for typing the manuscript and getting the report cyclostyled..


(Dr. K.G. Rastogi)
Professor in-charge,
Non-formal Education

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CHAPTER -I

1.0. Introduction

Vigorous efforts for universalisation of elementary education are being made by all concerned with a hope to achieve the goal by 1990. The Ministry of Education, Government of India has sponsored 'The experimental Projects for non-formal Education for children of 9-14 Age-group for Universalization of Elementary Education' for nine educationally backward states, viz Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. Voluntary organisations in these states have also been encouraged to help in achieving the goal of universalisation of elementary education. Amongst many other efforts, developmental activities in community education and participation -UNICEF assisted Project-III is also centrally sponsored programme which envisages the programme of education for the age group 6-14 along with other activities for the community.

No doubt, the project has more input comparatively than the other projects of similar nature. Yet the practices adopted for the education of the 6-14 age group may hopefully, provide some guidance for universalization of elementary education.

Initially the project was started in 15 states and later on it spread to cover all the states and Union Territories. (App.A) The Master Plan of Operations for a programme of services for children in India, 1977-79 stated the objectives of the project as follows:

'The specific objectives of this project are to develop and
.....2/-

test new types of educational activities as feasible means of meeting the minimum educational needs of large groups that are currently partially or totally deprived of any form of education. This approach is based on the premise that children's education to be meaningful has to proceed concurrently with gradual changes and modifications of their socio-economic environment. This can be achieved through education and stimulations of the community at large, which implies that the educational needs not only of pre-school and out of school children, but are effectively and efficiently met. A second premise is that by consolidating educational services for these groups, particularly in blocks covered by the Integrated Child Development Services programme, the reinforcing of the other services can be maximized.

The major objective behind this project appears to test whether by removing the dichotomy between schools and community the former can extend its assistance to the latter so that the school may become a catalyst for social change in other sectors of the community.

Be that as it may the present study envisaged to study the non-formal education component of community centres to see what type of instructional materials are prepared and how many of them are used in the NFE centres run by States under the centrally sponsored scheme.

The project aims at educating the entire village community by catering to the educational needs of the age-group 0-3, 3-6, 6-14, 15-25, as well as adults. The educational activities for all these groups include:

- a) Developing need-based educational activities and programmes for various age groups.
- b) Developing suitable instructional materials.
- c) Preparing teachers and community workers for community education.

- d) Taking up programmes and activities with popular participation.
- e) Helping the communities to help themselves: and
- f) Developing Scientific strategies for programme evaluation.

Some of the salient features of the project are:

1. It is directed towards both educational and developmental aspects of the community.
2. It is basically a community participation programme.
3. A very close rapport between the community members and project workers is an essential component.
4. Community teachers are expected to play an effective role in identifying the developmental needs of the community.
5. It is directed towards the development of suitable programmes of non-formal education for the out of school children and other member of the community.
6. Successful implementation of the project demands cooperative endeavour of the leaders of community, personnel of various developmental agencies, supervisory staff or the SIEs/SCERTs and TTIs, primary school teachers and community workers.
7. The primary school is expected to play an extended role as a catalytic agent for the educational and developmental programmes of the community by mobilising and coordinating the inputs of various developmental agencies.

Efforts are made to know what community workers understand by the project appears to be more educational.

Some of them are:

- To fulfill the minimum requirement of literacy in the Community
- To provide the literacy to drop-outs and bring them to the level of the formal stream.
- To universalise elementary education
- To help the community and drop-outs of the age group 6-14, 15-25 for the development in the social, economic and educational aspects of the society.

- To provide literacy to the different age-groups of the community.
- To improve the economic aspect of the community and to provide knowledge to get the help from the different developmental programmes of the Govt. of India.
- To train and prepare qualified and skilled teachers for the community.
- To acquaint the community with the new development in different areas and provide the knowledge about the new developments.
- To provide knowledge of the bad traditional customs and to improve the society.
- To improve the rate of literacy of the community.
- Ask the community to give due regards and weightage to SC/ST in the community.

The planning and the execution of the project is done by the NCERT. NCERT has constituted a separate cell for the project. This cell enlists active cooperation of the other departments of National Institute of Education (NCERT) for the effective implementation of the project.

Central Government, State Governments and UNICEF are involved in the implementation of the project.

(A) Central Government

At the central level Ministry of Education has entrusted the responsibility to the NCERT. NCERT fulfils the following tasks:

- Over all planning and execution of the centres in the participating states and Union Territories.
- Research and development activities which are needed for community education

- Development of guidance materials for the state teams involved in the programme
- Provision of academic guidance to the state teams
- Provision of training to key personnel of the states and Union Territories participating in the programme.
- Close consultation and operational links with various departments at the central and State Government Level which is necessary for the organization of the community centres.

B. State Government:

At the state level these centres are being run under the SIE's or SCERT's. They have separate cell/department which is responsible for all the activities undertaken for the development of these community centres. The supervision of the community centres is being done by the Teachers Training Institutes in each state. The training to the community workers who are running the centres is also being provided by the Teacher Training Institutes. The TTI's also assist the Cells/departments of SIE's/SCERT's who are maintaining a close link with the central Government through with the NCERT.

C. UNICEF:

The UNICEF assistance is provided to these community centres in the following ways:

1. The Education section of the UNICEF based at Delhi is in-charge of this programme and maintains a liason with the Central Ministry of Education and Culture for the development and implementation of the policies relating to this project.

2. UNICEF provides financial assistance to NCERT as well as to states for activities and programmes planned. This includes:

- Salaries and travel cost of co-ordinators and Assistant Coordinators.
- National and regional level meetings, conferences, workshops etc.
- Working group meetings at various levels.
- Preparation and supply of instructional material like text books, teachers guide etc.
- Supply of necessary teaching aids, audio visual equipment to SIE's/SCERT's/TTI's and community centres.
- Orientation/Training of personnel at various levels.
- Supply of supplementary reading materials to the centres.
- Supply of library books and reference materials to SIE's/SCERT's/TTI's.
- Supply of vehicle to SIE's/SCERT's/TTI's to facilitate supervision of the centres.

3. The field representatives of the UNICEF stationed at different field offices are closely associated with the implementation of the programme in the states, they also collaborate with the NCERT.

1.1. Need of the Study:

It was felt that the practices adopted for the education of the children of the age group 6-14 under this project may provide some guidance for Universalization of Elementary education. So assuming that the work of the Government Society, Voluntary Organizations and individuals, it was prepared to study on the basis of field programmes position of approaches/practices being adopted in Community Centres set up under UNICEF assisted

Project-III for the age group of 6-14. Therefore, the non-formal education group of NCEET took up the Research Project 'Identification of various approaches/Practices of non-formal education'.

2. Limitations of the Study:

The study was restricted to the Community Centres set up in Hindi-speaking states only.

3. Plan of the Study:

To reflect upon the approaches/practices, it was proposed to study:

- Objectives as laid by an organisation.
- Instructional materials (Both for children and teachers)
- Position of curricular subjects viz Language, Mathematics, Social Science, Arts Crafts and Socially Useful Productive Work.
- Teachers and supervisors their age, qualifications, experience, training, etc.
- Evaluation procedures adopted to evaluate the programme and the achievement of children
- Organizational and Administrative set up.

1.4. Collection of Data:

1.4.1. Questionnaires:

In order to collect the relevant information from the community centres a questionnaire was prepared. It was sent to the workers in the field for comments. The data were collected with the help of the modified questionnaire.

In the light of the data received the questionnaire was again reviewed in a meeting of experts. The questionnaire was divided into five questionnaires which were again modified, questionnaires were cyclostyled when the final data were collected. These questionnaires are meant to collect the information at different levels. These were meant for:

- 1) State level officer (NFT) Manager/Director of Voluntary organization.
- 2) District Level Officers.
- 3) Supervisors (NFT)
- 4) Centres-Teachers (NFT)
- 5) Teacher-educators and resource persons.

The questionnaires were as given in Appendix C

1.4.2 Meeting of persons in-charge.

Apart from these questionnaires, the information was also collected through the field functionaries, who came to attend various programmes at NCERT. The coordinators (Appendix) were contacted personally and the questionnaires were given to them for necessary action. Some of these were invited to the programmes organised by Unit.

The information was also collected from the various reports submitted by the officers, from time to time to different units of NCERT.

1.4.3 Reporting:

The data collected from different sources were analysed under different headings. This is the

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second report in the series. The report is proposed to be sent for comments to the person who sent the information.

CHAPTER - II

Non-formal Education Programme under the DACTP Project

In Madhya Pradesh

2.0 Community Centres:

In Madhya Pradesh, there are ten centres in all. Out of these ten centres two were started in 1977, four in 1980 and four in 1983. (Appendix.A). Two centres are in Tikamgarh district only. These centres were started, as said earlier also under the project 'Developmental Activities in Community Education and participation which is UNICEF aided project-III'.

2.1. Activities in the Community Centres:

As already mentioned the project aims at the development of the whole community to cater to the educational needs of all age group categories such as, 0-3, 3-6, 6-14, 15-25, 26 onward. Thus, there are variety of activities suiting to the needs of each category. However, the study is focussed only to the education of the 6-14 age-group and that too only its educational component. Hence all activities of a community centre have not been detailed.

2.2. Administrative Set-up:

The centres are administered through the Government authority i.e. SCERT, Madhya Pradesh, which is the over all in-charge of the programme in the state. The coll SPDCO (Coordinator-project III) looks after it at the state

level. The Coordinator is the in-charge of the programme at the state level under the over all guidance of the Director, S.E.T. The authorities of B.T.I. and the Headmaster of the Primary/Middle school where the community centre is situated, are the partners of the administrative set-up. The Headmaster of the local school, where the centre is situated is the local supervisor of the centre. He organises all the activities of the centre with the help of other community workers ranging from 3 to 5 in number.

3. Management:

Each centre is managed by the community workers meant for different activities. The local teacher, who is trained teacher, looks after the literacy and numeracy programme. Other community workers look after the other activities of the centre.

4. Instructional Material for Children:

In these community centres, two types of non-formal education programmes are going on i.e. . The first type - model No.I which is on the pattern of Non-formal centres run by the states has been in the centres. The teacher is paid according to the State Government rules. According to this model, the children from 6 to 14 get education so as to take entry into the mainstream (formal school) at different level. The syllabus is divided into 18 units which are called 'condensed Units'. The details

of the Madhya Pradesh model No. I are given below:

2.4.1. Madhya Pradesh Model No. 1

Objectives: (I) To make primary education available to such children of group 9-14 who never went to schools dropped out of school before completing primary education or (II) to enable such students to complete primary education

CHARACTERISTICS: This system has its own characteristics distinct from formal education in formal schools, such as: to make it possible for the drop-outs to cover the five years primary stage within two years.

FINANCING: So far the scheme has been financed out of a non-government fund called the 'Madhya Pradesh Balika Shiksha Nidhi'. An amount of Rs.100/- is given for incidental expenses to each centre every year. Each student is given text-books and exercise books free of cost.

There is provision of incentive to be given to the teachers at the centres, at the rate of Rs.50/- per student. Out of this amount Rs.25/- are paid in the first year and the rest on the students passing the examination of class V.

In the Basic Training Institution the whole amount for contingency is given to the centre which is run by the pupil-teachers of the B.T.I. of the area close to the centre.

SYLLABUS: The Syllabus for the primary classes prevalent in the State has been condensed and divided into 18 units.

It is not class-wise but one condensed course.

ORIENTATION OF PERSONNELS: The Assistant District Inspector

of Schools (JEDS) and the lecturers of Basic Training Institutions have been oriented in the programme who are to run the centres. The teachers who teach at the centres are given short term training at the B.T.Is.

SUPERVISION: To make the programme effective an action programme of close supervision has been developed. The D.T.O.S, A.D.Is, and the staff of the S.I.T.s arrange constant supervision of the centre and guidance to the teacher.

EVALUATION The evaluation is in-built in every unit. The records of evaluation are kept by the centre teacher. Those who complete all the units, take up the final examination of class V which is conducted by the District Board of Primary Examination alongwith the formal school students.

4.2 Madhya Pradesh Model No. 2 (Literacy Certificate Examination)

In the second model, literacy programme is carried out for the age group 6-14 by the community workers alongwith the other activities of the centre. The children who study under this model do not necessary to join the mainstream. The syllabus for functional literacy programme is as given below:

Subject-Hindi

Form

Abilities

Evaluation

Hearing

Good satisfactory
Unsatisfactory

- | | |
|-----------|-----------------------------------------------------|
| 1. Story | 1. Introducing the character |
| | 2. Narrating the incidents |
| 2. Speech | 3. Describing good facts |
| | 1. Describing the main points |
| | 2. Presenting the summary |
| 3. Poetry | 1. Presenting the central idea |
| | 2. Effect on the listeners, speaking |
| Story | 1. Telling short stories |
| | 2. Correct and distinct pronunciation |
| | 3. Presenting in simple language the stories heard. |
| Poetry | 1. National song |
| | 2. Devotional songs/chorus/ the Ramayan. |

Conversation

- | | |
|--------|--------------------------------------------|
| Debate | 1. Speaking correct and distinct words. |
| | 2. Participation in conversation |
| | 3. Bold expression |
| | 4. Relevant speaking |
| | 5. Expressing ideas |
| | 6. Logical contradiction of the opposition |

* Developmental Activities in Community Education and participation (UNICEF-aided Project-3): Report of the National Conference (February 6-10, 1978) held at Gujarati Samaj, 2 Raj Nivas Marg, New Delhi-110054 PCDC, NCERT New Delhi
Scheme-4 Literacy Certificate Exam. (by the in-charge, Community Education Cell, SIE, M.P. Jahangirabad, Bhopal.

- | | |
|--------------|---------------------------------|
| Description. | 1. Description of persons read. |
| | 2. Description of an event seen |
| | 3. Repetition of things heard. |
| | 4. Description of fate/journey |

Reading

1. Reading with correct pronunciation
2. Reading without faltering
3. Reading with correct pauses.
4. Reading with intonation.
5. Reading poems with rhythmic flow and stress.
6. Comprehension of the portion read.

Description

Writing

1. Correct writing
2. Best writing
3. Correct use of punctuation marks
4. Coherence of ideas.
5. Originality in writing

1. Ability to use numbers
 - A. Counting numbers upto 100
 - B. Reading numbers upto 1000
 - C. Writing numbers upto 1000
 - D. Positional value of figures upto 4 digits.
2. Ability to add, subtract, multiply and divide
 - A. upto figures of two digits
 - B. Subtraction of figures upto two digits.
 - C. Division of figures.
 - D. Use of the fundamental processes in daily life.
3. Money, Length, weight, capacity, area & time
 - A. Recognition of units
 - B. Use in daily life
4. Ability to understand and use the fraction
 - A. Recognition of even, odd and mixed fractions.
 - B. Converting mixed fractions into simple fraction
 - C. Converting the simple fractions into fractions.
 - D. Addition of fractions
 - E. Subtraction of fractions
5. Recognition of geometrical figures,
 - A. Recognising spherical, cubical, conical and cylindrical figures in the environment
 - B. Classification of the figures
 - C. Recognising the square, rectangular, circular, triangular figures.
 - D. Classification of these figures
 - E. Recognition of the point, line and angle and their shape.

Instructions for Evaluation of the Children in the Second Model:

1. Evaluation of non-formal education model-2 organised at the Community Centre/evaluation of literacy of members studying at the adult education centre should be done by the officer-in-charge of the centre.
2. At every community centre the Evaluation proforma should be framed under the guidance of the concerning Basic Training Institution.
3. The evaluation proforma should be based on abilities and evaluation should be made on the basis of performance of direct actions.

4. Certificate to successful members will be given at the B.T.I. level.
5. Records of evaluation should be preserved at the centre.

2.4.3. Books being used in Centres

The analysis of the data reveals that the books used in these Community Centres for the teaching of different subjects were:

Language

The books prepared by the SCERT's for language-Bāl Bharti parts I to V.

Mathematics

A separate book titled "Ganit Part I to V.

Science/Social Science/Environment

The books used for the teaching of these subjects were reported "Aao Karke Shikhen (Science is Doing) Part 1 to 3 and Bhugol (geography) part 1 to 3

Socially Useful Productive Work

In these Community Centres, more emphasis appears to be given to the socially useful productive work. Like tate-patei making, thread making etc.

Audio-visual Aid:

The audio-visual aids to make the teaching effective and interesting were reported to be used at these centres. They include maps, subject-tape-recorder. Use of these aids, as reported, had been one of the important factor of motivation.

Library:

Library facilities are provided at each and every community centre. The administrative work is done by the community workers. These libraries were called " Saksharta-Niketan " at some centres. The timings of these libraries were kept according to the convenience of the children as well as the community workers. In most of the cases it was reported to be kept open from 10.a.m. to 5.00.p.m. In the evening. The total number of books in these libraries ranged from 200 to 6,000. Name of the books as reported were: Maha Bharati, Ramayana, Bal-Gat, Bhasya ka Khel, Nutan Kahaniyan, Kuan ki kahaniya Amnla etc.

2.5. Appointment of Community Workers:

The community workers are appointed on the re-commendation of the Headmaster of the schools, where the centres are run. The Head of the school is the local in-charge and supervisor. On his recommendation and the recommendation endorsed by the principal of G.T.I, the Coordinator, SPDC Cell appoints the community worker. The Inspecting Officers of the zone are also consulted in making appointments. The Qualifications varied from middle to post-graduate and also according to the job requirement. But for literacy and numeracy programme, generally a trained teacher is assigned the job of teaching the children.

2.6. Remuneration of Community Workers.

The community workers are paid Rs,500/- per month per centre. This amount is divided among the workers of each centre according to the work load assigned to them.

As already said, the community centres are managed by community workers under the supervision of the local headmaster/headmistress where the community centre is run. At some places, the headmaster is known as the Centre-in-charge also. The number of community workers vary from centre to centre from 3 to 6. The remuneration is reported to be Rs.100/- p.m.

Under model No.-I, the teacher of a formal school gets some extra remuneration for the work. But the pupil teachers of BTI who also do the teaching work do so in honorary capacity as a part of the training programme. It may be mentioned that the principal of local BTI is the in-charge of the programme at the block/district level.

2.7. Instructional Material for Community Workers:

The specific materials for the guidance of community workers, it appears, have not been prepared. They use the instructional material prepared by the Text-Book Corporation of Madhya Pradesh and the instructional material prepared by SCERT. A detailed book on the project 'Samudayik Siksha Mon Vikasatmak Gatividhiyan Sassahbhavita- Varshik Yojana-1982' has been published by the State Institute of Education, Madhya Pradesh. The guidelines given in the book are exhaustive & comprehensive. The book running into 340 pages discusses all the activities to be performed for all the sections of the community throughout the year.

2.8. Training of Community Workers:

The community workers get some orientation as they meet quite often to discuss the aims and objectives of the project 'Theoretical & Practical Work and Teaching Methodologies' too. They get orientation in get-together sometimes organised at district, state and national levels.

Training of Community Workers:

However, Basic Prashikshan Sansthan in Madhya Pradesh organised some training programme for the community workers. The duration of the training programme was of three days and timings were kept as per the convenience of the institution as well as of the community workers. The content of the training programme was as follows:

aims and objectives of the community centre,

Sichantik Karyha (Theoretical work)

Vayavharik Karya (Practical work)

Preparation of instructional materials

Methodology to teach children of different age-groups

during the same period

2.9. Supervision of the Centres

Supervision of the centres is done by the in-charge of the centre at the local level, by the lecturer-in-charge of the project at the BTI level under the over-all charge of the principal at the block/district level. The Co-ordinator of the project is the Supervisor of the centres at the state level under the over-all supervision of the Director

of the SCERT.

Inspecting officers of the blocks, districts and the states as well as of NCERT also visit the centres, whenever they find time.

2.10. Remuneration of Supervisors:

There appears to be no provision for the remuneration of the supervisors apart from their salary as per the Government rules. Ta/Da is also paid to them as per entitlement according to the rules of the Government. It was reported that BTI's have been provided one vehicle for the supervision of the community centre.

2.11. Training of the Supervisors/resource persons:

The training/orientation of the supervisors was reported to be done by the NCERT, SCERT from time to time by organising seminars, workshops etc and as such no regular course has been reported.

2.12. Guide Materials for Supervisors:

There appears to be no separate guide material for the supervisors except the 'Priveshika Sangarshika'.

CHAPTER III
Non-Formal Education Programme
Under the T.A.M. Project in Delhi

3.4.0 Community Centres

In Delhi three Community Centres were started in June, 1980 and January, 1981. Under the Project is elemental Activities in Community Education and participation which is UNICEF aided Project No. I-1. Out of the three centres, one is in the jurisdiction of New Delhi Municipal Committee (NDMC) and is located in Nagar Palika School, Buxar Lane. Two other centres are in the jurisdiction of Municipal Corporation of Delhi (MCD) and are located in GT School, Charla (Rural Area, and MCD School Tatarpur (Urban State Area).

3.4.1. Activities in the Community Centres

One main feature in the centres in Delhi is that only female participants are coming to these centres. They bring their children also along with them. But menfolk hardly find time or show interest in the activities of the centres. The centres have an average attendance of about 30 and are run from two to three hours during the day time. The activities are manifold for different age groups. One important activity is teaching literacy and numeracy to the age group 6-14.

3.4.2. Administrative Set-Up

The centres are administered through the Government agency viz SCERT Delhi. The cell SECIC, in-charge Coordination looks after it at state level.

3.4.3. Each centre is managed by three or four community workers who look after all types of activities in the centres including the literacy & numeracy programme. At least one community worker

in each centre is teacher from the regular school who teaches the children.

3.4.4. Training of Community workers:

No intensive training is given to the community workers. But during the year a few meetings or workshops are organised in which training is given in an informal or indirect manner. The problems of the community workers are also discussed in these meetings.

3.4.5. Instructional Material for Children

No instructional material has been produced for the community centres. However, the material prepared under the primary Education Curriculum Renewal Project by SPCD Cell is being used for the literacy programme of the community centre. It may be mentioned that the material has been prepared for formal schools. Sometimes even the books of the traditional schools are used by the community workers.

A special feature of the material developed under the PCCR Project for Delhi is that an integrated approach covering all the subjects in one book has been adopted in the curriculum. The bookload has thus been reduced. Besides objectives in terms of child's behavioural changes after the completion of every unit have been very clearly enlisted. It is pointed out that the environment of the child has also been kept in view in developing the content material. In class I & II there is no text book. Instead, there is only one work Book divided into two parts.

In class III and IV each, there is one text book

and one work Book. Both these are divided into two parts. In class V there is one text book and one Mathematics book.

Special Features:

- (a) The children are not prepared to join the main stream or to take up the examination for any class of the formal school.
- (b) A good number of children who come to the centres are studying in regular schools. They come to the centre just for the sake of solving their learning problems or getting help in weak areas.
- (c) In one centre, was noticed that a few ladies have had the satisfaction of learning Hindi writing and now they proudly say that they write letters to their relatives. They were completely illiterate when they came to the centre.
- (d) In some cases, ladies had come to learn cutting, sewing or knitting or to make recipes. During these activities they felt the need for reading writing and doing some numerical calculations. Thus, their need attracted them towards the literacy and numeracy programme.

3.4.6. Method of appointment of Community Workers:

The community workers are appointed on the recommendation of the Headmasters of the schools where the centres are located because they are overall in-charge. Besides, the Inspectings Officers of the zone are also

consulted in making appointment.

3.4.7. Remuneration of Community Workers:

The Community workers are paid Rs.500/- per month per centre. This amount is divided among the workers of each centre according to the work load assigned to them.

3.4.8. Instructional Material for Workers:

No Teachers' Guides has been prepared for the Community workers.

3.4.9. Supervision of the Centres:

The Head of the School supervises the centre in the school. Sometimes, the Inspecting Officer or the Assistant Education Officer of the Zone also visits the centres. The PCDC team members also visit the centres whenever they find time.

CHAPTER IVNon-formal Education Programme under the DACEP Project
in Rajasthan.4.0. Community Centres:

In Rajasthan, there are six community centres. Out of these six, two were started in 1977, and one was in 1980, and the remaining three in 1983. (Appendix-A). These centres were started under the project 'Developmental Activities in Community Education and Participation which is UNICEF aided Project III.' They are situated in separate districts.

4.1. Activities in the Community Centres:

As already mentioned, the project aims at the development of the whole community specially by catering to the educational needs of all categories of age groups such as 0-3, 3-6, 6-14, 15-25, 26 onward, so, there are variety of activities suiting to the needs of the each category. However, the study focussed only on the education of children of 6-14 age-group and hence, the details of all other activities of a community centre have not been done.

4.2. Administrative Set-up

The centres are administered through the Government authority viz, SIERT, Udaipur, which is the overall in-charge of the programme in the state. The SPCD cell, the Coordinator of the Project-III looks after it at the state level. The Coordinator is the in-charge of the programme at the state level under the overall guidance of the Director, SIERT. The authorities

of BTI and the Headmaster of the Primary/Middle school where the community centre is located are part & parcel of the administrative set-up. The Headmaster of the local school is the local administrator and the supervisor of the centre. He organises all the activities of the centre with the help of the other community workers, ranging from 3 to 4 in number.

4.3. Management

Each centre is managed by the community workers meant for different activities. The local teacher who is trained teacher looks after the numeracy and literacy programme. Other community workers look after the other activities of the centre.

4.4. Training of Community workers:

The training of the community workers was done by the SIERT, Udaipur. The duration of the training programme was ten days. It was organised twice a year after/every six months. The working hours in a day for the training programme was usually six hours. The content of the training programme was:

- Aims and objectives of non-formal education:
- Multi Unit teaching:
- Adoption of teaching methods on the basis of the local environment (Purivash):
- Use of locally useful material as teaching aids:
- Preparation of teaching material etc.

4.5. Instructional Materials used for subject teaching were those prepared by SIERT, Udaipur.

Language: The books as AKSHARAYAN (Part-I), Naya Saver, Gyan Deepika (an integrated book for non-formal education) are being used in the community centres.

Mathematics: No separate book for teaching numeracy is reported. Gyan Deepika - an integrated book covers the numeracy also.

Science, Social Science/Environment: Socially Useful Productive work is done according to the need of the local community and resources available. 'Thread Making', Thread Spinning, Broom stick making, leather work are the reported activities carried on in the centres.

Audio-Visual Aids: Maps, Charts, material like Harmonium, Dholak, Ghungrow, Tape-recorder, Film Strips, Radio, Sewing Machine etc. are used to teach necessary concepts of subjects and Socially Useful Productive work and also for the recreational cultural activities.

Library: The libraries are being organised by the community workers in each centre. They are opened for two hours in the evening. The total number of books ranges from 120 to 616 in these libraries. Comics and other interesting reading materials for the children such as "Jahan Choh Vahanraha", "Andman Ki Raj Kumar", Raja Harishchandra", "Mahar Parshhon Ki Jeevni", Anjeer Ki Kahani", etc are reported to be in the library.

4.6. Appointment of Community Workers:

The Coordination Committees have been established at different levels-state, district and the local levels to develop the

criteria for the selection of the community workers.

The in-charge of the project at SIERT appoints the community worker in consultation with the local authorities. The principal of his nominee supervise the centres.

4.7. Remuneration of Community Workers:

The remuneration of the community workers in Rajasthan ranges from Rs.75/ to Rs.650/- per month. Rs.75/- is in the case of middle pass community workers and in the case of High School/Higher Secondary, it is Rs.100/-. In the case of a trained post graduate it is Rs.500/- to Rs.650/- per month. The remuneration appears to be according to the qualification.

4.8. Guide Materials for Community Workers:

No separate guide materials appear to be developed for the community workers. The "Hist Sandarsika" and a brief curriculum was reported to be supplied to them as general material and for the teaching of subjects. The instructions given in the text books meant for children to teach the subjects is supposed to be the required materials for them.

4.9. Supervision of the Centres:

The supervision of the centres is done by the in-charge of the centre at local level, by the in-charge of the project at the B.T.I level, who is one of the lecturer at BTI under the over-all guidance of the Principal at the block/district level. These lecturers are trained post-graduates

4.10. Remuneration of the Supervisors

Since the supervisors are the permanent staff of the BTIs

there is no provision of separate remuneration for them, The other facilities like TA/DA to the supervisors are provided as in the case of Madhya Pradesh, according to the rules of Govt. of India.

4.11. Training of the Supervisors:

Training of the supervisors was reported to be done at two levels, at the central level (NCERT) and at the State Level (SCERTs).

4.12. Instructional Material for the Supervisors:

No separate Guide Material appears to be there for the supervisors.

APPENDIX A

LIST OF THE COMMUNITY CENTRES IN VARIOUS STATES
UTS UNDER PROJECT " DEVELOPMENTAL ACTIVITIES IN
COMMUNITY EDUCATION AND PARTICIPATION (PROJECT-3)".

S.No.	Name & Address of the community centres
ANJHRA PRADESH	

Old Community Centres.

1. Neredmet Community Centre
P.O., Neredmet
Distt. Rangareddy(A.P.)
2. Madapalli Community Centre
C/o Govt. T.T.I. Eluru,
Distt. West Godavari(A.P.)

New Community Centres.

3. Panchayat Samiti Lalapuram Centre
C/o Govt. T.T.I. Khamman
Distt. Khammam
4. Karvetinagaram Community Centre
C/o Govt. T.T.I. Karvetinagar,
Distt. Chittoor (A.P.)

ANDAMAN & NICOBAR ISLAND

5. Wimberlygunj Community Centre,
 Wimberlygunj South Andaman,
 A & N Islands.
6. Carnicobar Community Centre,
 Carnicobar, Jayanti Gram
 A & N Islands.

ASIAM

Old Community Centres

7. Malamati Community Centre
 C/o Jr. Basic School,
 P.O. Malamati, Titabar
 Distt. Sibsagar (ASSAM)
8. Negheriting Community Centre
 C/o Lower Primary School,
 P.O. Negheriting, Via Dergaon,
 Distt. Sibagar (ASSAM)

S.No. Name & Address of the Community Centres

New Community Centres

9. Nahazar Community Centre,
P.O. Nahazar, Via Sonari
Distt. Dibrugarh (Assam)
10. Rangupathar Community Centre,
P.O. Safri Via Sonari,
Distt. Sibsagar (ASSAM)

BIHAR

Old Community Centres

11. Chiri, Basic School
Chiri,
P.O. Chiri, Distt. Ranchi
12. Lona Middle School
Lona
P.O. Lona Parsa, Distt. Mohghyr

New Community Centres.

13. Sukhasan Manahara, Community Centre,
C/o Basic School,
P.O. Sukhasan Manahara
Distt. Saharsa.
14. Latasara Community Centre
C/o Primary School,
P.O. Ghormara
Distt. Santhal Pargana
15. Parnawada Community Centre
C/o Primary School,
P.O. Nawada
District. Nawada.

Chandigarh

16. Maloya Community Centre
C/o Govt. High School,
Maloya, Chandigarh (U.T.)
17. Behlana Community Centre
C/o Govt. Middle School,
Behlana, Chandigarh (U.T.)

S.No. Name & Address of the Community Centres

DADRA & NAGAH HAVELI.

18. Ranika Community Centre,
C/o Education Office,
Dadra & Nagar Haveli
Silvassa.
19. Galonda Community Centre,
C/o Education Office,
Dadra & Nagar Haveli
Silvassa.

DELHI

20. Chhawla Community Centre
C/o Municipal Corporation Primary School,
Chhawla Najafgarh, New Delhi-110071.
21. Tatarpur Community Centre
C/o Municipal Corporation Primary Co-Educational
School, Tatarpur, Rajori Garden
New Delhi-110027
22. Duplex Lane Community Centre
N.P. Primary School, Duplex Lane,
Krishna Menon Marg, New Delhi-110011.

GOA DAMAN & DIU

23. Kasarvarna Pernam Community Centre
C/o Govt. Primary School,
Vill. Kasarvarna, Vazari Chandel,
P.O. Kasarvarna
Via - Golvalle
Tal. Perna
Pin. 403512 (Goa).
24. Gacondongare Community Centre
C/o Govt. Primary School,
Vill. Gacondongare
P.O. Gacondongare
Taluka - Canacona.
Pin. 403512 (Goa).

GUJARAT

Old Community Centres

25. Ranijinee Padedi Community Centre
C/o Primary School,
P.O. Ranijinee Padedi
Tal Santrempur
Distr. Panchmahal (Gujarat)

S.No. Name & Address of the Community Centres

26. Dholiwav Community Centre
C/o Primary School,
P.O. Dholiwav
Tal. Vijaynagar
Distt. Sabarkantha (Gujarat).

New Community Centres.

27. Vadia Community Centre,
C/o Vadia Primary School,
P.O. Thali, Via Rajpipla
Tal. Nand, Distt. Bharuch
28. Dulpura Community Centre,
C/o Primary School,
P.O. Gorad, Via Ambaji,
Tal. Dant, Distt. Banaskantha.

HARYANA.

29. Dauhla Community Centre
P.O. Dauhla
Distt. Gurgaon (Haryana.)
30. Kaluwas Community Centre
P.O. Rewari
Distt. Mohindergarh (Haryana)

HIMACHAL PRADESH

Old Community Centres.

31. Kanah Community Centre
C/o Govt. Primary School,
P.O. Damkari
Teh. Kandaghat
Distt. Solan H.P.
32. Bhaawal Community Centre
C/o Govt. Higher School, Manikaran
Distt. Kulu (H.P.)

New Community Centres

33. Manikaran Community Centre
C/o Govt. Higher School, Manikaran,
Distt. Kulu (H.P.)
34. Chargaon Community Centre
C/o Govt. High School,
Distt. Simla (H.P.)

S.No. Name & Address of the Community Centres

35. Moorana Community Centre
C/o Govt. High School,
Distt. Kinnaur (H.P.)

JAMMU

36. Tilla Community Centre
C/o Primary School (Boys)
Block - Billawar
Distt. Kathua (Jammu)

37. Patha Community Centre
C/o Primary School (Girls)
Block - Surankote
Distt. Poonch (Jammu)

Srinagar

38. Suresyar Community Centre
C/o Girls Primary School
Village Suresyar
P.O. Suresyar
Teh. Chanasara (Srinagar)

39. Chatipour Community Centre
C/o Girls Primary School,
Village : Chatipura,
P.O. Shopian,
Teh. Shopian
Distt. Pulwama.

KARNATAKA

Old Community Centres

40. Ambalapalli Community Centre
C/o Aided Primary School,
P.O. Unipi
South Kanara Distt.
Pin. 576001

41. Kuramangalur Community Centre
C/o Govt. Primary School,
Taluk - Somavarepet
Distt. Kolar
Pin. 571232

New Community Centres

42. Hallanakeri Community Centre
C/o Govt. Lower Primary School,
Taluk Bidar
Distt. Bidar.

S.No. Name & Address of the Community Centre

43. Kengunte Community Centre
C/o Govt. Higher Primary Boys School,
Kengunte
Chitradurga Distt.
Karnataka State.

44. Belagumba Community Centre
C/o Higher Primary School,
P.O. Belagumba
Taluk - Dist. Tumkur

KERALA

Old Community Centres

45. Devappura Community Centre
Njaraneeli Kani Lower Primary School
P.O. Palode
Distt. Trivandrum (Kerala)

46. Thettaniala Community Centre
Thettamala Lower Primary School,
Thettaniala, Villamunila P.O.
Manantolaly, Cannanore Distt.
Kerala.

New Community Centres

47. Achanevil Community Centre
C/o Lower /Upper Primary School,
Achanevil Punalur
Distt. Quilon.

48. Mannarghat Community Centre
C/o Govt. Lower Primary School,
Agoli, Mannarghat
Distt. Palghat.

LAKSHADWEEP

49. Kadamat Community Centre
C/o Junior Basic School (Centre
Kadamat Island
Lakshadweep (U.T.)

MADHYA PRADESH

Old Community Centres

50. Patha Community Centre
C/o Govt. Middle School, Patha
P.O. Patha
Distt. Tikamgarh M.P.

S. No. Name & Address of the Community Centres

51. Bandhi Community Centre
C/o Govt. Primary School,
Bandhi, P.O. Bandhi
Distt. Bilaspur M.P.

New Community Centres.

52. Piploa Community Centre
C/o Govt. Primary School,
Nainabadi, Piploa
P.O. Piploa
Distt. Ratlam M.P.
53. Palli Khati Community Centre
C/o Govt. Primary School,
P.O. Palli Khati
Distt. Rajgarh M.P.
54. Khamardih Community Centre
C/o Govt. Primary School,
P.O. Khamardih
Distt. Raipur - 492001 M.P.
55. Bararu Community Centre
C/o Govt. Primary School,
P.O. Bararu
Distt. Sagar M.P.

MAHARASHTRA

56. Alampur Community Centre,
C/o Government Middle School, Alampur
P.O. Alampur
Distt. Tola, garh.
57. Jogipur Community Centre
C/o Government Primary School,
Jogipur
P.O. Jogipur, Distt. Silchu
58. Atarwara Community Centre,
C/o Govt. Primary School Atarwara
P.O. Atarwara. Distt. Chhunarwara.
59. Kheri Community Centre,
C/o Govt. Primary School Kheri
P.O. Cheri, Distt. Manila.

S.No. Name & Address of the Community Centre

60. Chanai Community Centre,
C/o Zilla Parishad Primary School,
Teh. Ambajogad
Distt. Bhir (Maharashtra)
61. Pohara Community Centre
C/o Zilla Parishad Primary School,
Pohara P.O., Pohara
Distt. Amravali (Maharashtra)

New Community Centres.

62. Pimpale Jastap Community Centre,
C/o Jeevan Shikshan Mandir, Pimpale
Jastap, Distt. Pune
Teh. & P.S. Shirur (Maharashtra)
63. Mithbao Katwan Community Centre
C/o Zilla Parishad Primary School,
P.O. Kundeshwar
Taluka Devagad Distt. Ratnagiri
64. Talwade Community Centre
C/o Zilla Parishad Primary School,
P.O. Talwade, Talwade Basic School,
Distt. Nasik.

MANIPUR.

65. Kakching Community Centre
C/o B.T.I. Kakching
P.O. Kakching, Manipur.
66. Lalabung Community Centre
C/o Junior High School, Khwai Lalabung
Makhing, R.M.C. Road,
P.O. Lamphel, 795004 (Manipur)

MIZORAM

Old Community Centres

67. Hualn Hmam Community Centre
C/o Primary School,
P.O. Kulikawan
Distt. Aizawl (Mizoram)
68. Hauruang Community Centre
C/o Primary School No.1,
Distt. Luanglailai (Mizoram)

S.No. Name & Address of the Community Centres

New Community Centres.

69. Khawchhate Community Centre
C/o Primary School,
P.O. Kulikawn - 796003
Distt. Aizawl (Mizoram)
70. Sakawrtlichhun Community Centre
C/o Primary School,
P.O. Aizawl,
Distt. Aizawl (Mizoram)
71. Leite Community Centre
C/o Primary School, Leite
P.O. Hanahthial
Distt. Lunglei
Mizoram.

NAGALAND

72. Kijuk Community Centre
C/o Kijuk Govt. Primary School,
Kukur, P.O. Tunsang
Distt. Tunsang (Nagaland)
73. Khensa Community Centre
C/o Khensa Govt. Primary School,
(Khensa, P.O. Mokokchung
Mokokchung (Nagaland)
74. Chiechama Bawa Community Centre
C/o Govt. Primary School,
Vill. Chiechama
P.O. Chiechama Kohima, Nagaland.

ORISSA

Old Community Centre

75. Saura Routpur Community Centre
C/o Lower Primary School,
P.O. Garbandha, Distt. Ganjam (Orissa)
76. Govindpur Community Centre
C/o Primary School, Govindpur,
P.O. Govindpur, Distt. Dhenkanal (Orissa)

New Community Centres.

77. Chakeishihani Community Centre
C/o U.P. School, P.O. Mancheswar
Via Venivihar,
Distt. Puri (Orissa)

S.No.	Name & Address of the Community Centres
78.	Haladia Community Centre, C/o L.P. School, P.O. Haladia, Vil.-Khurdha, Distt. Puri (Orissa).
79.	Mangalpur Community Centre C/o U.P. School P.O. Mangalpur Distt. Jhenkanal (Orissa)

PONDICHERRY

80.

PUNJAB

81.	Dandoh Community Centre C/o Govt. Primary School Dandoh Block Bhunga -2 Distt. Hoshiarpur (Punjab).
82.	Sandhwan Community Centre C/o Govt. Primary School Sandhwan Block Faridkot-2 Distt. Faridkot (Punjab)

RAJASTHANOld Community Centres

83.	Rohania Community Centre C/o Primary School, Rohania Near Khodan Panchayat Samiti - Garhi Distt. Banswara (Rajasthan)
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34.	Vishnawas Lohawat Community Centre C/o Primary School, Panchayat Samiti - Phalodi Distt. Jodhpur (Rajasthan)
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New Community Centres

85.	Nayakhera Community Centre, C/o Primary School Nayakhera, Ward No. 9, Distt. Kota.
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<u>S.No.</u>	<u>Name & Address of the Community Centres</u>
86.	Khokhar Community Centre, C/o Primary School, Khokhar, Panchayat Samiti - Parbatsar, Distt. Nagpur (Rajasthan).
87.	Pander Community Centre, C/o Primary School, Pander Panchayat Samiti Jahanpur Distt. Bhilwara (Rajasthan).
88.	Ahmedpur Community Centre C/o Primary School, Ahmedpur P.S. Umren Distt. Alwar.

SIKKIM

89.	Khechipara Community Centre C/o Primary School, P.O. Khechipara, Gangtok (Sikkim).
90.	Passingdong Primary School P.O. Passingdong, Lower Dzongu North Sikkim.

TAMIL NADUOld Community Centres

91.	Tirur Community Centre C/o Model School, Tirur, Distt. Chingleput.
92.	Amoor Community Centre C/o P.U. Elementary School, Amoor, Distt. North Arcot.

New Community Centres.

93.	Olcott Kuppam Community Centre, C/o Primary School, Adyar, Madras-600020.
94.	Agaram Community Centre, C/o Siva Mandir Aided Elementary School, Agaram, Portonova Post, Distt. South Arcot.
95.	Jagir Venkatapuram Community Centre, C/o P.U. Elementary School, Jagir Venkatapuram, Krishnagiri, Distt. Karmapuri.

S.No. Name & Address of the Community Centres

TRIPURA.

96. Mandarnagar Community Centre,
C/o Nandarnagar High School (JB)
Tripura.
97. Kalikishore Community Centre,
C/o Kalikishore Senior Basic School,
P.O. Kakaban,
Distt. Tripura (South).

UTTAR PRADESH

Old Community Centres.

98. Dak Bungalow Community Centre
C/o Primary School, Dak Bungalow
P.O. Bhimtal,
Distt. Nainital (U.P.)
99. Noorpur Community Centre
C/o Primary School, Noorpur,
P.O. Mohmadabad, Distt. Sitapur (U.P.)

New Community Centres.

100. Samda Community Centre,
C/o Primary School, Samda,
P.O. Manjhanpur, Distt. Allahabad.
101. Khoh Community Centre,
C/o Primary School, Khoh,
P.O. Karvi, Distt. Banda.
102. Salkhan Community Centre,
C/o Primary School, Salkhan,
P.O. Salkhan, Distt. Mirzapur.

WEST BENGAL

MEGHALAYA

103. St. Paul's School,
Martisu
Mawphlang Dev. Block, East Khasi Hills.

S. No. Name & Address of the Community Centres

104. Practising L.P. School,
 Resubalpura BTC
 Resubalpura Dev. Block,
 East Caro Hills.

Appendix BCommunity Centres in the Hindi Speaking States.

States / Union Territories	Community Centres.		
	Old	New	Total
Bihar	2	3	5
Haryana	-	2	2
Himachal Pradesh	2	3	5
Jammu & Kashmir (J&K)	-	2	2
Madhya Pradesh	2	4	6
Rajasthan	2	4	6
Uttar Pradesh	2	3	5
Union Territories (Delhi)			

